Content Assessments Used in the 2005-06 MEAP

Implementing NCLB

No Child Left Behind

 To comply with No Child Left Behind (NCLB) requirements, MEAP developed new assessment designs which were field tested in Winter 2005 and became operational in Fall 2005. These designs were submitted for Peer Review late last year, and approval is expected soon.

Return to Fall Testing

- MEAP returned to Fall testing beginning in 2005 so that teachers would receive assessment results in time to use them for planning instruction.
- Despite many delays in implementing the new reporting system, we believe that the goal (results available in mid-December) is achievable for Fall 2006.

NCLB Testing Requirements

 As required by NCLB, every student in Grades 3-8 and 11 must be tested in mathematics and English language arts every year. The results must be reported in such a way that teachers can see how the students are performing on each of the State's Content Standards.

Tests Are Longer than Before

Grade	ELA	Math
3	49	71
4	57	79
5	57	79
6	57	78
7	57	79
8	57	75

Measuring Student Growth

 Each assessment for Mathematics and English Language Arts includes items from adjacent grade level assessments. It is hoped that this will enable us to measure the growth in achievement of individual students, thereby creating the possibility of having better indicators of Adequate Yearly Progress.

Replenishing the Item Pool

 MEAP assessments consist of operational and field test items. The field test items are scored, but are not used to determine student performance levels or for reporting. Generally, students will not be able to tell which items are being field tested, since they are placed within the tests and look just like the other test items.

Teacher-Developed Items

 Another change in the assessment development process was a return to the previous practice of involving Michigan teachers in developing the assessment items that were pilot tested beginning in Winter 2006.

Benefits of Teacher Involvement

 Not only does this ensure that our assessments have high quality, it also gives Michigan educators a valuable professional development opportunity that increases their familiarity with the GLCEs and thereby enhances their teaching experience.

Pilot Tests

 Pilot tests are administered in January to ensure the quality of MEAP's teacher-written test items. They consist only of pilot items and are not used for scoring or reporting purposes. Schools are randomly selected to participate in these tests.

Pilot Test Field Reviews

 MEAP will offer field review opportunities in several locations around the State after the pilot tests are completed. These reviews give teachers an opportunity to go through the pilot tests in depth and offer feedback on the quality of the pilot tests and the items in the test booklets. These are conducted under strict security and confidentiality.

Embedded Field Testing

- For math, each student takes 7 to 10 field test items in addition to the items that count in their assessment scores.
- For ELA, each student responds to multiple choice items related to an extra reading passage, or writes an essay based on a prompt, in addition to the items that are reported as part of his or her score.

Content Area Presentations

- Jane Faulds, English Arts
- Kyle Ward, Mathematics
- Ruth Athan, Social Studies
- Rodger Epp, Science

Michigan Educational Assessment Program (MEAP) Fall 2005 Assessment Design

English Language Arts
Grades 3-8
High School Assessment
Updated March 2006

Fall 2005 ELA Format: Reading Grades 3-8

- ✓ Authentic, diverse texts
- ✓ Themes w/in texts + across 1 pairing
- ✓ Response to paired texts (2 pg. max.)
- ✓ Vocabulary items assessed in context

Differences from 2003-w2005 reading assessments:

- ✓ Measure more specific content of GLCE
- ✓ At least 1 narrative (some poetry)/1 informational text per form.
- ✓ One independent text
- ✓ Linking text for grades 4-8
- Reading not linked to writing theme

Fall 2005 Grade 3 Reading Assessment

- Paired reading selections
 - Eric's Lizard (narrative text) + 8 multiple-choice (m.c.) items
 - Porcupine (poem) + 8 m.c. items
 - 5 cross-text m.c. items
 - 6-point Response to Reading Question
- Independent reading selection
 Whales (informational text) + 8 m.c. items
- Total = 35 reading points

Fall 2005 Grades 4-8 Reading Assessments

Core for all Michigan students:

- Paired reading selections
 - Text 1 + 8 m.c. items
 - Text 2 + 8 m.c. items
 - 5 cross-text m.c. items
 - 6-point Response to Reading question
- Independent reading selection
 Text 3 + 8 m.c. items
- Linking text

Text 1, 2, OR 3 from previous grade with associated m.c. items (equated across forms)

Total = 43 reading points

Fall 2005 ELA Format: Grade 3-8 Proposed Reading Item/Point Distribution Across Domains

Grade 3 – 35 total points for the operational test across 3 texts

- √ 3 m.c. pts. = Word Study/Word Recognition
- ✓ 26 m.c. items = Narr. Text + Info. Text + Comprehension + Critical Standards (generally, only at upper grades)
- √ 6-point Response to Paired Reading Selections (under Comprehension)

Grades 4-8 – 43 total points for the operational test across 4 texts

- √ 3 m.c. items = Word Study/Word Recognition
- √ 34 m.c. items = Narr. Text + Info. Text + Comprehension + Critical Standards
- ✓ 6-point Response to Paired Reading Selections (under Comprehension)

Fall 2005 ELA Format: Writing Grades 3-8

Similarities to 1996-2003 MEAP writing assessments

- ✓ Writing from Knowledge and Experience format
 - ✓ 6-point holistic rubric from 2003-2005
 - ✓ Students choose genre, format of response

Differences from previous MEAP writing assessments

- ✓ Shortened Writing from Knowledge and Experience
 - √ Two pages max
 - ✓ One session only scored as first draft, not polished response
 - ✓ No resources allowed on any portion of test
- ✓ Added second, shorter response to peer's writing (4 pt.-rubric)
- ✓ Added five multiple-choice (m.c.) editing and revising items in response to peer sample

High School Tests: Spring 2006 Reading and Writing

- Spring 2006: MEAP
 - Reading
 - Texts 1 and 2 with nine associated m.c. items each
 - Cross-text: 7 m.c. items, plus one response
 - Independent reading text for equating purposes
 - Writing
 - Writing from Knowledge and Experience
 - Reporting and Reflecting
 - Field-test items for writing and reading
 - Selected pilot schools administering MEAP + ACT
 - Pilot to double-score social studies extended-response for writing

High School Test: Future of Reading and Writing Assessment

• Fall 2006

MEAP reading and writing assessments, plus field-test items as necessary

Spring 2007

- Seniors get one last shot at MEAP retests in reading and writing.
- Juniors take ACT reading, ACT Work Keys reading and ACT writing, plus possible additional writing points from double-scoring social studies response for writing.

Tips for Improvement

- Teach your curriculum year-round!
- Don't limit yourselves to teaching the assessable content. ELA content that is not state assessable is important for students to do well in all areas of ELA.
- Don't "drill and kill" just before the test! Students can be harmed more than helped by over-practicing for MEAP.
- Watch our website (<u>www.michigan.gov/meap</u>) under "Released Items" to see annotated student responses from f2005 (by summer).
- Study new and previously released items and scoring guides.
 Compare them to the rumors you've heard about how "you, too, can raise your MEAP scores."
- Call us to check on rumors. Rumor control is a big part of our job!

Learning experiences for us all: Survival 101

- Celebrate the successes.
- Admit our weaknesses.
- Keep trying to improve.
- Keep working together.
- Remember what's important.

Mathematics MEAP Assessments & Changes in the GLCEs

Kyle H. Ward Mathematics Assessment Consultant wardk2@michigan.gov 517-335-0907

GLCE Clarification

- √ V12.05 clarified some of the expectations to reduce ambiguity and repetition
 - ✓ Intent of expectations has not changed
 - ✓ Posted soon on <u>www.michigan.gov/glce</u>
 - ✓ Changes in italics
 - ✓ Summary of changes will also be posted

GLCE Clarification; Types of changes

Parallel text across grades

Continuity of wording

Clarity of intent of expectation

Accuracy in concepts & language

Proper flow of concepts/skills – no gaps, repetitions

Merging of similar expectations

perhaps slightly shorter assessments!

Recoding some expectations

Expectations that were recoded in Mathematics

CODE IN v.6.04	CODE IN v.12.05	CODE IN v.6.04	CODE IN v.12.05		
Second Grade		Sixth Grade	Sixth Grade		
N.FL.02.17	N.MR.02.17	N.FL.06.13	N.MR.06.13		
G.GS.02.03	M.TE.02.11	Seventh Grade	Seventh Grade		
Fourth Grade		N.ME.07.01/N.FL.07.02	N.MR.07.02		
N.FL.04.14	N.MR.04.14	Eighth Grade			
N.MR.04.24	N.ME.04.24	N.MR.08.11	N.FL.08.11		
N.FL.04.28	N.MR.04.28	D.AN.08.07	Removed		
N.MR.04.37	Removed	In the Mathematics Acros	In the Mathematics Across the Grades K-8 v.12.05		
Fifth Grade					
N.MR.05.05	N.FL.05.05	companion document the	companion document the revised expectations are in italics.		
N.FL.05.12	N.ME.05.12	in italics.			
N.FL.05.13	N.MR.05.13				

Examples of wording changes:

N.ME.00.01		Count whole numbers and recognize how many objects are in sets to 30.		Count objects in sets up to 30.
N.MR.04.07	m 20	olve problems about factors and ultiples, e.g., since100 = 4 x 25, and 00 = 2 x 100, then 200 = 2 x 4 x 25 = x 25.		ctors and multiples to compose and pose whole numbers.
A.FO.07.08	corr	w that the solution to a linear equation esponds to the point at which its graph ses the x-axis.	inte Kno of t poir	I and interpret the x and/or y rcepts of a linear equation or function. w that the solution to a linear equation he form ax+b=0 corresponds to the nt at which the graph of y=ax+b sses the x axis.

Clarification Document

- Teams of teachers from across the state working to create a quick reference document
- Intended to help teachers better understand the expectations
 - Similar to MiClimb resource
- Available this summer

High School Redesign

Competencies for High School Completion

Academic Core Electives Post-secondary Preparation

Core Academic

Content Standards

Mathematics English Science Social Studies

CTE Integrated

Environment for Delivery

Instructional Design & Delivery

Infrastructure

School Redesign

Policy needed for Reform

Policy-making State Board Legislature

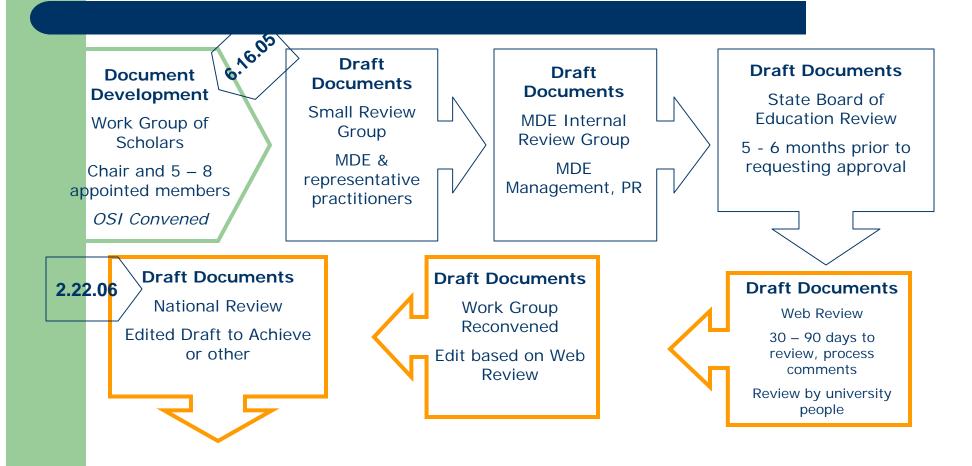
Incentives Requirements Postsecondary

Information Gathering: Presentations

Position Development: Group discussions, advisory input
Position Dissemination: Roll out, publications

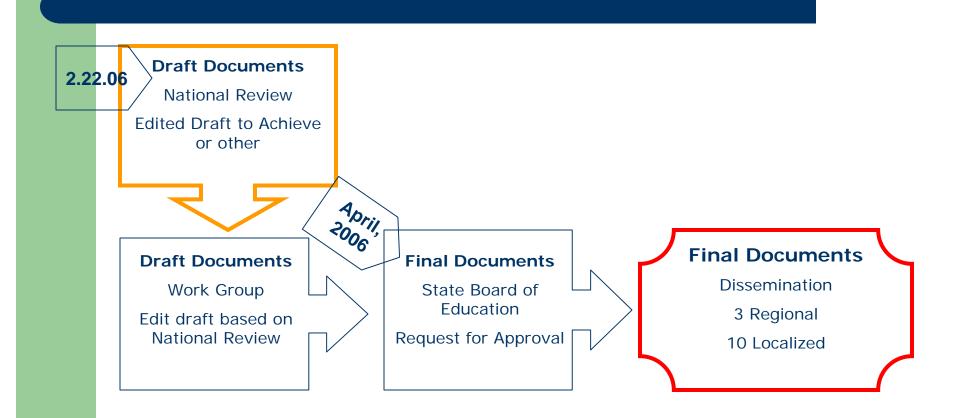


OSI Curriculum Protocol Flowchart





OSI Curriculum Protocol Flowchart



High School Content Expectations

- survey draft 11-05, approx 300 expectations
- the current version 2-06, <200 expectations</p>
- Currently being reviewed by Achieve
 - Rigor, focus, coherence, specificity, clarity, measurability and utility

High School Content Expectations

It is anticipated that the HSCE will be approved at the April Board meeting

MSU Ninth Annual Education Conference: Redefining Michigan's High Schools

The Math HSCE will be officially rolled out at the April 18th meeting ELA on April 28

RESA/ISD dissemination by MDE.

Social Studies MEAP Assessments Fall 2005-Fall 2006: Lessons learned and looking forward

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Changes in fall 2005 MEAP Social Studies assessments

- Assessments changes: spring 5th grade to fall 6th grade
- Assessments changes: spring 8th grade to fall 9th grade
- ✓ Teachers and students had little time in the fall to review for MEAPs
- ✓ 6th and 9th grade students are often entering new schools, as middle school students or junior high/high school students
- ✓ The fall 9th grade assessment got confused with the fall high school re-test
- ✓ Scores are released to feeder schools as well; and scores are considered for feeder schools for accountability purposes

History Coverage Changes for Grade 6 MEAP fall 2006*

Grade 6 test will cover:

Michigan History:

Beginnings to Present

U.S. History:

Beginnings to 1791

Reference: michiganepic.org/historythemes

*Field Test items only will reflect these changes for fall 2006

Grade 9 MEAP *fall 2006

• U.S. History:

1763 to 1900

1763 to 1791 limited to the development of the political philosophy which is reflected in the U.S. Constitution and the writing and adoption of the Bill of Rights.

Reference: michiganepic.org/historythemes

*Field Test items only will reflect these changes for fall 2006

Grade 11 High School Test Spring 2007*

- U.S. History
- 1890 to the Present
 1890 to 1900 limited to the topic of Imperialism*
- World History task force in process for decisions about 2008-2009 field test items

Reference: michiganepic.org/historythemes

*Field Test items only will reflect these changes for Spring 2007

Persuasive Writing MME in Spring 2007: if approved by DOE

- The Social Studies "Taking a Stand" essay will count in MME 2007 for BOTH Social Studies points AND ACT Writing points
- Students will have two rubrics in their test booklets
- Social Studies rubric remains the same
- How will/should this be taught to teachers and students?

How can fall 2006 assessments go more smoothly?

- Review as soon as possible in the fall (without stressing students and teachers?!)
- Stop reviews 10 days before testing begins
- Check your materials to make sure all is there and that you are administering the correct test
- History teachers review the "new" dates that will be assessed in each grade span
- Field test items may "look different": encourage your students and teachers not to guess which are which!

Looking Forward: Grade Level Content Expectations

- Tabled by the State Board of Education
- Under review by a nationally known experts, outside of Michigan
- Will be reviewed by the State Board of Education summer 2006 with "assessable content"
- Will take 1-2 years after approved to become part of MEAP Social Studies Assessment

Looking forward and back: Content Standards and Benchmarks**

- **Remain the basis for teaching, learning, and assessment
- GLCEs Do NOT NOT NOT affect the history themes, nor your curriculum choices
- History themes were changes to reflect the change in MEAP test dates and other curriculum considerations

Other suggestions for future Social Studies MEAP assessments

- ✓ Review released items on our website:
 - www.michigan.gov/meap
- ✓ Review writing rubrics on our website
- ✓ How to best "teach to the test"?
 - Answer: teach the curriculum!
- Get involved with MEAP committees: Writing and reviewing items

Check our website under "what's new" for applications and updates

Science Assessments Used in the 2005-06 MEAP

Implementing NCLB

Science Assessment Charge in NCLB

The Elementary and Secondary Education Act of 2001

Part A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1 – Basic Program Requirements

Section 1111 (b)(3)(C)(v)(II)

beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during--

- (aa) grades 3 through 5;
- (bb) grades 6 through 9; and
- (cc) grades 10 through 12

http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111

MEAP aligns the science test items to the science curriculum benchmarks listed the MSCF (www.michigan.gov/science)

This was true during Fall '05 will be true for Spring and Fall '06, likely true for Spring and Fall '07,

- •MDE Science Curriculum within the Office of School Improvement (Kevin Richard, 517-373-4223) has initiated activity to develop an enhanced science curriculum. Starting with a high school (draft of proposed curriculum scheduled for released in May '06) and following with elementary and middle school (draft scheduled for released during Fall '06).
- •Grade level benchmarks could be proposed for elementary and middle school; course content could be proposed for middle and high school.

- •No ideas to even initiate grade level testing in science have occurred. Actual plans to carry out grade level science assessment would need to find a source of funds.
- •Relying on draft curriculum benchmarks to identify any **new** science content and prepare aligned test items would require approximately 2 years before any such content would appear on a MEAP science test

- •MEAP science will make a slight format change within the science test for all grade levels
- •Each test, Fall '05 and prior, had 4 clustered sets of items.
- •Each cluster had a introductory scenario, possibly including tables, charts, or graphs, with 3 MC items and 1 CR item. A cluster represented the Life, Physical, and Earth Strands of the curriculum; plus 1 cluster Integrated science content across 2 or 3 of these content strands.

- •Starting Spring '06, The MEAP science test will only offer 2 clusters, and these will be integrated in science content.
- •Since all tests will still have the same total number of items (43 elementary and 50 middle and high school), and
- •the same number of MC (39 elementary and 46 middle and high school), and 4 CR items
- •the new test format will have 6 more independent MC items and 2 free-standing CR item. Note 2 CR items will not appear outside of the cluster format.
- •All 4 test CRs will align only to Strands I or II (constructing new or reflecting on scientific knowledge.

Summary

- Keep instruction aligned to MSCF benchmark content
- •Any additions (or subtractions) of science content is under OSI activity.
- •Approximately 2 years are needed to incorporate any new science content into the MEAP science test.
- •The format change is no big deal. The format change reflects improvement in benchmark coverage and more effective use of test dollars.

Questions?

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